



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF THE DEPUTY SECRETARY

November 1, 2013

Superintendent Don Haddad  
St. Vrain Valley Schools  
395 S. Pratt Parkway  
Longmont, CO 80501

Dear Superintendent Haddad:

I am writing in response to St. Vrain Valley School District's (St. Vrain) request to amend its approved Race to the Top - District grant project. Between June 20, 2013 and October 29, 2013, the grantee held conversations with and submitted amendment requests to the U.S. Department of Education (Department). As you are aware, the Department has the authority to approve amendments to your approved application and budget, provided that such a change does not alter the scope or objectives of the approved proposal. On March 27, 2013, the Department provided the "Scope of Work Grant Amendment Submission Process" document to grantees Local Educational Agencies (LEAs) indicating the process by which amendments would be reviewed and approved or denied. To determine whether approval could be granted, the Department has applied the conditions noted in the document, and compared it with the Race to the Top - District *Principles*, which are also included in that document.

I approve the following amendments:

- In the (A)(4) Student Outcome Measures and (E)(3) Performance Measures, St. Vrain added grades, subgroups and targets that were either missing from the application or not aligned with Colorado's Elementary and Secondary Education (ESEA) Flexibility Plan in accordance with definitions the Department provided in the Race to the Top - District application. Additionally, St. Vrain adjusted baseline data due to updated information and corresponding targets for several measures. See appendices for updated performance measures.

It is our understanding that the amendments will not substantially change the scope and objectives of the work. Please note that this letter will be posted on the Department's website as a record of the amendments.

If you need any assistance or have any questions regarding Race to the Top - District, please do not hesitate to contact St. Vrain's Race to the Top - District program officer, Cindy Savage, at 202-453-5998 or [Cindy.Savage@ed.gov](mailto:Cindy.Savage@ed.gov).

Sincerely,

//s//

Ann Whalen  
Director, Policy and Program Implementation  
Implementation and Support Unit

cc: Regina Renaldi

## Appendix A: Revised (A)(4)(a) Performance on Summative Assessments

\*\*\* Indicates less than 16 students

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) reading scores in grade 3 by SY 2016-2017	OVERALL	81%	82%	84%	85%	87%	89%
	Hispanic	64%	66%	69%	72%	74%	77%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	83%	84%	86%	88%	89%	90%
	Black	68%	70%	71%	72%	73%	74%
	White	86%	87%	89%	90%	91%	93%
	English Language Learner	59%	60%	61%	62%	63%	64%
	Students with Disabilities	27%	27%	28%	28%	29%	29%
	Economically Disadvantaged	63%	64%	65%	66%	67%	68%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) reading scores in grade 4 by SY 2016-2017	OVERALL	69%	70%	71%	73%	74%	75%
	Hispanic	43%	45%	46%	47%	49%	50%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	75%	76%	77%	79%	80%	81%
	Black	58%	59%	60%	61%	62%	63%
	White	81%	83%	84%	86%	87%	88%
	English Language Learner	39%	40%	41%	42%	43%	44%
	Students with Disabilities	21%	22%	23%	24%	25%	26%
	Economically Disadvantaged	45%	46%	47%	48%	49%	50%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) reading scores in grade 5 by SY 2016-2017	OVERALL	71%	72%	74%	75%	77%	78%
	Hispanic	45%	46%	48%	50%	51%	52%
	American Indian/Alaska Native	50%	51%	52%	53%	54%	55%
	Asian	92%	93%	95%	96%	98%	99%
	Black	69%	70%	72%	73%	74%	75%
	White	82%	84%	85%	87%	88%	89%
	English Language Learner	44%	45%	47%	48%	49%	50%
	Students with Disabilities	22%	23%	24%	25%	26%	27%
	Economically Disadvantaged	49%	50%	51%	52%	53%	54%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) reading scores in grade 6 by SY 2016-2017 the percent of students	OVERALL	75%	76%	78%	80%	81%	82%
	Hispanic	51%	52%	53%	54%	55%	56%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	90%	92%	93%	95%	96%	97%
	Black	71%	72%	73%	75%	77%	78%
	White	87%	88%	89%	91%	93%	94%
	English Language Learner	47%	48%	49%	51%	53%	54%
	Students with Disabilities	20%	22%	23%	25%	26%	27%
	Economically Disadvantaged	55%	56%	57%	59%	61%	62%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 7 Reading by school year (SY)2016-2017	OVERALL	72%	73%	74%	76%	77%	78%
	Hispanic	47%	48%	49%	50%	52%	54%
	American Indian/Alaska Native	53%	54%	56%	57%	58%	58%
	Asian	83%	84%	85%	86%	87%	90%
	Black	58%	59%	61%	62%	63%	63%
	White	82%	83%	85%	86%	87%	89%
	English Language Learner	41%	42%	44%	45%	46%	47%
	Student with Disabilities	20%	22%	23%	24%	24%	25%
	Economically Disadvantaged	51%	52%	53%	55%	56%	57%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 8 Reading by school year (SY)2016-2017	OVERALL	73%	74%	75%	77%	78%	79%
	Hispanic	50%	51%	52%	53%	54%	55%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	87%	89%	91%	92%	93%	94%
	Black	***	***	***	***	***	***
	White	83%	84%	86%	87%	88%	89%
	English Language Learner	44%	45%	46%	48%	49%	50%
	Student with Disabilities	25%	26%	27%	29%	30%	31%
	Economically Disadvantaged	53%	54%	55%	57%	58%	59%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 9 Reading by school year (SY)2016-2017	OVERALL	73%	74%	75%	77%	78%	79%
	Hispanic	51%	53%	55%	57%	59%	60%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	85%	86%	87%	89%	90%	91%
	Black	81%	83%	84%	85%	87%	88%
	White	82%	83%	85%	86%	88%	89%
	English Language Learner	48%	49%	50%	51%	52%	54%
	Student with Disabilities	19%	20%	21%	22%	23%	24%
	Economically Disadvantaged	51%	52%	54%	55%	56%	57%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 10 Reading by school year (SY)2016-2017	OVERALL	73%	74%	75%	77%	78%	79%
	Hispanic	51%	53%	55%	57%	59%	60%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	78%	79%	81%	82%	83%	84%
	Black	***	***	***	***	***	***
	White	81%	83%	84%	85%	86%	87%
	English Language Learner	41%	43%	44%	45%	46%	47%
	Students with Disabilities	17%	18%	19%	20%	21%	22%
	Economically Disadvantaged	50%	51%	52%	54%	55%	56%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016-2017	OVERALL	71%	76%	77%	79%	81%	83%
	Hispanic	45%	50%	54%	58%	61%	64%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	86%	88%	91%	94%	96%	98%
	Black	59%	60%	62%	64%	66%	67%
	White	82%	85%	88%	90%	92%	93%
	English Language Learner	43%	44%	46%	47%	48%	49%
	Student with Disabilities	26%	27%	27%	28%	29%	30%
	Economically Disadvantaged	46%	47%	48%	50%	51%	52%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 4 Math by school year (SY) 2016-2017	OVERALL	73%	75%	77%	79%	81%	82%
	Hispanic	51%	53%	55%	57%	59%	60%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	84%	87%	89%	91%	93%	95%
	Black	68%	70%	72%	74%	76%	77%
	White	84%	86%	88%	91%	93%	95%
	English Language Learner	48%	49%	51%	53%	54%	55%
	Student with Disabilities	31%	33%	34%	36%	38%	39%
	Economically Disadvantaged	51%	53%	55%	57%	58%	59%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on the TCAP scores in grade 5 Math by school year (SY) 2016-21017	OVERALL	64%	66%	68%	70%	72%	73%
	Hispanic	40%	41%	43%	45%	48%	50%
	American Indian/Alaska Native	38%	39%	40%	42%	44%	45%
	Asian	89%	91%	93%	95%	98%	99%
	Black	44%	46%	48%	50%	51%	52%
	White	74%	77%	79%	81%	83%	84%
	English Language Learner	40%	42%	44%	46%	47%	48%
	Student with Disabilities	18%	19%	20%	21%	22%	23%
	Economically Disadvantaged	42%	44%	46%	48%	49%	50%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 6 Math by school year (SY) 2016-2017	OVERALL	60%	61%	63%	65%	67%	68%
	Hispanic	35%	37%	39%	41%	43%	44%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	79%	81%	83%	85%	87%	89%
	Black	54%	56%	58%	60%	61%	62%
	White	71%	73%	75%	77%	79%	81%
	English Language Learner	35%	37%	39%	40%	41%	42%
	Student with Disabilities	12%	13%	14%	15%	16%	17%
	Economically Disadvantaged	38%	39%	40%	41%	42%	43%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 7 Math by school year (SY) 2016-2017	OVERALL	57%	59%	61%	63%	64%	65%
	Hispanic	29%	31%	33%	35%	36%	37%
	American Indian/Alaska Native	42%	43%	45%	47%	49%	50%
	Asian	78%	80%	82%	84%	86%	88%
	Black	46%	47%	49%	51%	52%	53%
	White	68%	70%	71%	73%	75%	77%
	English Language Learner	28%	29%	30%	31%	32%	33%
	Student with Disabilities	11%	12%	13%	14%	15%	16%
	Economically Disadvantaged	32%	34%	36%	38%	39%	40%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Math by school year (SY) 2016-2017	OVERALL	56%	58%	60%	62%	63%	64%
	Hispanic	29%	31%	33%	34%	35%	36%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	85%	87%	90%	92%	94%	95%
	Black	***	***	***	***	***	***
	White	67%	69%	71%	73%	75%	76%
	English Language Learner	28%	30%	32%	33%	34%	35%
	Student with Disabilities	10%	11%	12%	13%	14%	15%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Economically Disadvantaged	32%	34%	36%	38%	39%	40%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 9 Math by school year (SY) 2016-2017	OVERALL	44%	46%	47%	49%	50%	51%
	Hispanic	18%	19%	20%	21%	22%	23%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	61%	63%	65%	67%	69%	70%
	Black	38%	40%	42%	43%	44%	45%
	White	54%	56%	58%	60%	62%	63%
	English Language Learner	20%	21%	22%	23%	24%	25%
	Student with Disabilities	6%	7%	8%	9%	10%	11%
	Economically Disadvantaged	21%	22%	23%	24%	25%	26%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 10 Math by school year (SY) 2016-2017	OVERALL	36%	37%	39%	41%	42%	43%
	Hispanic	13%	14%	15%	16%	17%	18%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	66%	68%	70%	72%	74%	75%
	Black	***	***	***	***	***	***
	White	44%	45%	47%	48%	49%	50%
	English Language Learner	13%	14%	15%	16%	17%	18%
	Student with Disabilities	3%	3%	4%	4%	4%	5%
	Economically Disadvantaged	14%	15%	16%	17%	18%	19%
iv. Achieving increased scores in the percent of students at or above proficiency on the ACT English scores by school year (SY) 2016-2017	OVERALL	32%	43%	45%	46%	48%	49%
	Hispanic	19%	19%	22%	25%	28%	31%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Black	***	***	***	***	***	***
	White	35%	39%	44%	49%	51%	52%
	English Language Learner	3%	4%	4%	5%	5%	6%
	Student with Disabilities	***	***	***	***	***	***
	Economically Disadvantaged	15%	17%	16%	17%	18%	21%
iv. Achieving increased scores in the percent of students at or above proficiency on the ACT Math scores by school year (SY) 2016-2017	OVERALL	38%	41%	42%	44%	45%	46%
	Hispanic	12%	19%	21%	24%	27%	29%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Black	***	***	***	***	***	***
	White	42%	45%	49%	52%	54%	55%
	English Language Learner	10%	11%	12%	13%	14%	15%

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Student with Disabilities	***	***	***	***	***	***
	Economically Disadvantaged	6%	7%	7%	8%	8%	9%

### Appendix B: Revised (A)(4)(b) Decreasing achievement gaps

\*\*\* Indicates less than 16 students

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	26%	25%	24%	22%	21%	20%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	3%	3%	2%	2%	2%	1%
	Black Subgroup – White Comparison Group	21%	20%	19%	18%	17%	16%
	English Language Learner Subgroup - White Comparison Group	31%	30%	28%	26%	25%	24%
	Student with Disabilities Subgroup - White Comparison Group	69%	67%	64%	61%	58%	55%
	Economically Disadvantaged Subgroup - White Comparison Group	27%	26%	25%	23%	22%	21%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 4 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	47%	45%	43%	41%	39%	37%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	7%	6%	6%	5%	5%	5%
	Black Subgroup – White Comparison Group	28%	26%	25%	23%	22%	21%
	English Language Learner Subgroup - White Comparison Group	52%	50%	48%	46%	44%	41%
	Student with Disabilities Subgroup - White Comparison Group	74%	71%	68%	65%	62%	58%



Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Economically Disadvantaged Subgroup - White Comparison Group	44%	42%	40%	38%	36%	34%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 5 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	49%	47%	45%	42%	40%	38%
	American Indian/Alaska Native – White Comparison Group	39%	37%	35%	33%	31%	30%
	Asian Subgroup - White Comparison Group	12%	11%	11%	10%	10%	9%
	Black Subgroup – White Comparison Group	16%	15%	14%	13%	13%	12%
	English Language Learner Subgroup - White Comparison Group	46%	44%	42%	40%	38%	36%
	Student with Disabilities Subgroup - White Comparison Group	73%	71%	68%	65%	62%	58%
	Economically Disadvantaged Subgroup - White Comparison Group	40%	38%	36%	34%	32%	31%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 6 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	41%	39%	37%	35%	33%	31%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	3%	2%	2%	2%	1%	1%
	Black Subgroup – White Comparison Group	18%	17%	16%	16%	15%	14%
	English Language Learner Subgroup - White Comparison Group	46%	44%	42%	40%	38%	36%
	Student with Disabilities Subgroup - White Comparison Group	77%	74%	71%	67%	64%	61%
	Economically Disadvantaged Subgroup - White Comparison Group	37%	35%	33%	31%	30%	29%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 7 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	43%	41%	39%	37%	36%	34%
	American Indian/Alaska Native – White Comparison Group	35%	33%	31%	29%	28%	27%
	Asian Subgroup - White Comparison Group	1%	1%	1%	0%	0%	0%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Black Subgroup - White Comparison Group	29%	285	27%	25%	23%	22%
	English Language Learner Subgroup - White Comparison Group	50%	48%	46%	44%	42%	40%
	Student with Disabilities Subgroup - White Comparison Group	76%	74%	72%	68%	64%	60%
	Economically Disadvantaged Subgroup - White Comparison Group	38%	36%	34%	32%	30%	29%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 8 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	40%	38%	36%	34%	32%	30%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	5%	4%	4%	3%	3%	3%
	Black Subgroup - White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	47%	45%	43%	41%	39%	37%
	Student with Disabilities Subgroup - White Comparison Group	70%	68%	65%	62%	59%	55%
	Economically Disadvantaged Subgroup - White Comparison Group	36%	35%	33%	31%	30%	28%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 9 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	38%	37%	35%	34%	32%	30%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	4%	3%	3%	3%	2%	2%
	Black Subgroup - White Comparison Group	1%	1%	1%	1%	0%	0%
	English Language Learner Subgroup - White Comparison Group	41%	40%	38%	36%	34%	32%
	Student with Disabilities Subgroup - White Comparison Group	77%	75%	72%	69%	65%	61%
	Economically Disadvantaged Subgroup - White Comparison Group	38%	37%	35%	33%	31%	29%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 10 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	41%	39%	37%	35%	33%	32%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	4%	3%	2%	2%	1%	1%
	Black Subgroup - White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	49%	47%	45%	43%	41%	39%
	Student with Disabilities Subgroup - White Comparison Group	79%	77%	74%	70%	66%	62%
	Economically Disadvantaged Subgroup - White Comparison Group	38%	37%	35%	33%	31%	29%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	45%	43%	41%	39%	37%	35%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	5%	4%	4%	4%	3%	3%
	Black Subgroup - White Comparison Group	28%	27%	25%	24%	23%	22%
	English Language Learner Subgroup - White Comparison Group	48%	46%	44%	42%	40%	38%
	Student with Disabilities Subgroup - White Comparison Group	68%	66%	64%	61%	58%	54%
	Economically Disadvantaged Subgroup - White Comparison Group	44%	42%	40%	38%	36%	34%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 4 Math by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	39%	37%	36%	34%	32%	30%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	0%	0%	0%	0%	0%	0%
	Black Subgroup - White Comparison Group	19%	18%	17%	16%	15%	14%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	English Language Learner Subgroup - White Comparison Group	43%	41%	39%	37%	35%	33%
	Student with Disabilities Subgroup - White Comparison Group	63%	62%	60%	57%	54%	50%
	Economically Disadvantaged Subgroup - White Comparison Group	39%	38%	36%	34%	32%	30%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 5 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	46%	44%	42%	40%	38%	36%
	American Indian/Alaska Native – White Comparison Group	49%	47%	44%	42%	40%	38%
	Asian Subgroup - White Comparison Group	20%	19%	18%	17%	16%	15%
	Black Subgroup - White Comparison Group	41%	39%	37%	35%	33%	32%
	English Language Learner Subgroup - White Comparison Group	46%	44%	42%	40%	38%	36%
	Student with Disabilities Subgroup - White Comparison Group	76%	74%	71%	68%	64%	60%
	Economically Disadvantaged Subgroup - White Comparison Group	43%	41%	39%	37%	35%	33%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 6 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	51%	49%	46%	44%	42%	40%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	11%	10%	10%	9%	9%	8%
	Black Subgroup - White Comparison Group	24%	23%	22%	20%	19%	18%
	English Language Learner Subgroup - White Comparison Group	51%	49%	47%	45%	43%	40%
	Student with Disabilities Subgroup - White Comparison Group	83%	81%	79%	75%	71%	66%
	Economically Disadvantaged Subgroup - White Comparison Group	46%	44%	42%	40%	38%	36%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 7 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	57%	55%	52%	49%	47%	45%
	American Indian/Alaska Native – White Comparison Group	38%	37%	35%	33%	31%	30%
	Asian Subgroup - White Comparison Group	15%	14%	13%	12%	12%	11%
	Black Subgroup - White Comparison Group	32%	31%	29%	27%	26%	25%
	English Language Learner Subgroup - White Comparison Group	59%	57%	55%	53%	50%	47%
	Student with Disabilities Subgroup - White Comparison Group	84%	82%	79%	75%	71%	66%
	Economically Disadvantaged Subgroup - White Comparison Group	53%	51%	49%	47%	45%	42%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 8 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	57%	55%	52%	49%	47%	45%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	27%	26%	25%	23%	22%	21%
	Black Subgroup - White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	58%	56%	54%	52%	49%	46%
	Student with Disabilities Subgroup - White Comparison Group	85%	83%	80%	76%	72%	68%
	Economically Disadvantaged Subgroup - White Comparison Group	52%	50%	48%	46%	44%	41%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 9 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	67%	64%	61%	58%	55%	52%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	13%	12%	12%	11%	11%	10%
	Black Subgroup - White Comparison Group	30%	29%	27%	26%	24%	23%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	English Language Learner Subgroup - White Comparison Group	63%	61%	59%	57%	54%	50%
	Student with Disabilities Subgroup - White Comparison Group	89%	87%	84%	80%	76%	71%
	Economically Disadvantaged Subgroup - White Comparison Group	61%	59%	57%	54%	51%	48%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 10 Math by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	70%	67%	64%	61%	58%	55%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup - White Comparison Group	50%	48%	46%	44%	42%	39%
	Black Subgroup - White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	70%	68%	65%	62%	59%	55%
	Student with Disabilities Subgroup - White Comparison Group	93%	90%	87%	83%	78%	73%
	Economically Disadvantaged Subgroup - White Comparison Group	68%	66%	64%	61%	58%	54%

### Appendix C: Revised (A)(4)(c) Graduation rates

\*\*\* Indicates less than 16 students

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
High school graduation rate	OVERALL	79%	80%	81%	82%	83%	85%
	American Indian/Alaska Native	56%	60%	64%	68%	72%	76%
	Asian	87%	88%	89%	90%	91%	92%
	Black	77%	79%	80%	81%	82%	84%
	Hispanic	61%	64%	67%	70%	73%	76%
	White	85%	85%	86%	87%	88%	90%
	Native Hawaiian	100%	100%	100%	100%	100%	100%
	Multi-Racial	100%	100%	100%	100%	100%	100%
	English Language Learners	65%	66%	68%	70%	71%	73%
	Students w/Disabilities	52%	53%	54%	56%	58%	60%
	Economically Disadvantaged	69%	70%	71%	73%	75%	77%

### Appendix D: Revised (A)(4)(d) College enrollment rates

\*\*\* Indicates less than 16 students

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
College enrollment rate (district goal 2013-2014)	OVERALL	83%	87%	88%	89%	90%	91%
	Hispanic	67%	69%	72%	74%	76%	78%
	American Indian/Alaska Native	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Black	***	***	***	***	***	***
	White	87%	88%	90%	91%	92%	93%
	English Language Learner	21%	22%	23%	24%	24%	25%
	Student with Disabilities	5%	6%	7%	8%	9%	10%
	Economically Disadvantaged	22%	23%	23%	24%	25%	26%

### Appendix E: Revised (A)(4)(e) Postsecondary Degree Attainment

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Postsecondary degree attainment (Skyline high school goal)	OVERALL		Baseline	5% Improvement	6 % Improvement	7% Improvement	8% Improvement
	Hispanic		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	American Indian/Alaska Native		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	Asian		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	Black		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	White		Baseline	7% Improvement	8 % Improvement	9% Improvement	8% Improvement
	English Language Learner		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	Student with Disabilities		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement
	Economically Disadvantaged		Baseline	7% Improvement	8 % Improvement	9% Improvement	10% Improvement

## Appendix F: District Minority Data

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in elementary Reading by school year (SY) 2016-2017	Minority	59%	60%	61%	62%	63%	64%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in middle school Reading by school year (SY) 2016-2017	Minority	57%	58%	59%	60%	61%	62%
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in high school Reading by school year (SY) 2016-2017	Minority	55%	56%	57%	58%	59%	60%
Improvement in the percent of students meeting state standards on the TCAP scores in elementary Math by school year (SY) 2016-2017	Minority	55%	56%	59%	60%	61%	62%
Improvement in the percent of students meeting state standards on the TCAP scores in middle Math by school year (SY) 2016-2017	Minority	40%	41%	42%	43%	44%	45%
Improvement in the percent of students meeting state standards on the TCAP scores in high Math by school year (SY) 2016-2017	Minority	24%	25%	25%	26%	26%	27%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in elementary school Reading by school year (SY) 2016-2017 versus white students	Minority Subgroup – White Comparison Group	26%	25%	24%	22%	21%	20%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in middle school Reading by school year (SY) 2016-2017 versus white students	Minority Subgroup – White Comparison Group	28%	27%	26%	25%	24%	22%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in high school Reading by school year (SY) 2016-2017 versus white students	Minority Subgroup – White Comparison Group	25%	24%	22%	21%	20%	19%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in elementary school Math by school year (SY) 2016-2017 versus white students	Minority Subgroup – White Comparison Group	26%	25%	24%	23%	21%	20%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in middle school Math by school year (SY) 2016-2017 versus white students.	Minority Subgroup – White Comparison Group	31%	29%	28%	26%	25%	24%



Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing the gaps in subgroups meeting state standards on TCAP scores in high school Math by school year (SY) 2016-2017 versus white students	Minority Subgroup – White Comparison Group	29%	28%	26%	25%	23%	22%

### Appendix G: Revised (E)(3) Performance Measures

\*\*\* Indicates less than 16 students

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students whose teacher of record (t) and principal (p) are highly effective	All participating students	633(t)(11.00%)	633(t)(11.00%)	661(t)(11.20%)	687(t)(11.40%)	686(t)(11.70%)	708(t)(11.90%)
		288(p)(5.00%)	288(p)(5.00%)	309(p)(5.30%)	331(p)(5.50%)	340(p)(5.80%)	362(p)(6.10%)
	Hispanic	297(t)(11.00%)	297(t)(11.00%)	305(t)(11.20%)	317(t)(11.40%)	316(t)(11.70%)	327(t)(11.90%)
		135(p)(5.00%)	135(p)(5.00%)	142(p)(5.30%)	152(p)(5.50%)	157(p)(5.80%)	167(p)(6.10%)
	American Indian/Alaska Native	4(t)(11.00%)	4(t)(11.00%)	4(t)(11.20%)	4(t)(11.40%)	4(t)(11.70%)	4(t)(11.90%)
		2(p)(5.00%)	2(p)(5.00%)	2(p)(5.30%)	2(p)(5.50%)	2(p)(5.80%)	2(p)(6.10%)
	Asian	13(t)(11.00%)	13(t)(11.00%)	155(t)(11.20%)	16(t)(11.40%)	16(t)(11.70%)	17(t)(11.90%)
		6(p)(5.00%)	6(p)(5.00%)	7(p)(5.30%)	8(p)(5.50%)	8(p)(5.80%)	9(p)(6.10%)
	Black	6(t)(11.00%)	6(t)(11.00%)	8(t)(11.20%)	8(t)(11.40%)	8(t)(11.70%)	8(t)(11.90%)
		3(p)(5.00%)	3(p)(5.00%)	4(p)(5.30%)	4(p)(5.50%)	4(p)(5.80%)	4(p)(6.10%)
	White	313(t)(11.00%)	313(t)(11.00%)	328(t)(11.20%)	340(t)(11.40%)	342(t)(11.70%)	352(t)(11.90%)
		142(p)(5.00%)	142(p)(5.00%)	155(p)(5.30%)	164(p)(5.50%)	169(p)(5.80%)	180(p)(6.10%)
	English Language Learners	290(t)(11.00%)	290(t)(11.00%)	295(t)(11.20%)	301(t)(11.40%)	308(t)(11.70%)	314(t)(11.90%)
		145(p)(5.00%)	145(p)(5.00%)	139(p)(5.30%)	145(p)(5.50%)	153(p)(5.80%)	161(p)(6.10%)
	Students with Disabilities	57(t)(11.00%)	57(t)(11.00%)	59(t)(11.20%)	60(t)(11.40%)	63(t)(11.70%)	64(t)(11.90%)
		26(p)(5.00%)	26(p)(5.00%)	28(p)(5.30%)	29(p)(5.50%)	31(p)(5.80%)	33(p)(6.10%)
	Economically Disadvantaged	373(t)(11.00%)	373(t)(11.00%)	386(t)(11.20%)	401(t)(11.40%)	412(t)(11.70%)	427(t)(11.90%)
		170(p)(5.00%)	170(p)(5.00%)	183(p)(5.30%)	193(p)(5.50%)	204(p)(5.80%)	219(p)(6.10%)

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students whose teacher of record (t) and principal (p) are effective	All participating students	5,037(t)(75%)	5,037(t)(75%)	5,004(t)(85%)	5,700(t)(95%)	5,880(t)(100%)	5,950(t)(100%)
		5,037(p)(75%)	4,318(p)(75%)	4,636(p)(78.80%)	5,700(p)(95%)	5,880(p)(100%)	5,950(p)(100%)
	Hispanic	2,363(t)(75%)	2,363(t)(75%)	2,307(t)(85%)	2,628(t)(95%)	2,711(t)(100%)	2,743(t)(100%)
		2,363(p)(75%)	2,025(p)(75%)	2,137(p)(78.80%)	2,628(p)(95%)	2,711(p)(100%)	2,743(p)(100%)

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	American Indian/Alaska Native	26(t)(75%)	26(t)(75%)	33(t)(85.00%)	33(t)(95%)	36(t)(100%)	35(t)(100%)
		26(p)(75%)	26(p)(75%)	31(p)(78.80%)	33(p)(95%)	36(p)(100%)	35(p)(100%)
	Asian	89(t)(75%)	89(t)(75%)	118(t)(85%)	133(t)(95%)	138(t)(100%)	141(t)(100%)
		89(p)(75%)	89(p)(75%)	109(p)(78.80%)	133(p)(95%)	138(p)(100%)	141(p)(100%)
	Black	43(t)(75%)	43(t)(75%)	56(t)(85%)	67(t)(95%)	69(t)(100%)	70(t)(100%)
		43(p)(75%)	43(p)(75%)	55(p)(78.80%)	67(p)(95%)	69(p)(100%)	70(p)(100%)
	White	2,135(t)(75%)	2,135(t)(75%)	2,486(t)(85%)	2,835(t)(95%)	2,926(t)(100%)	2,961(t)(100%)
		2,135(p)(75%)	2,135(p)(75%)	2,305(p)(78.80%)	2,835(p)(95%)	2,926(p)(100%)	2,961(p)(100%)
	English Language Learners	1,981(t)(75%)	1,981(t)(75%)	2,245(t)(85%)	2,509(t)(95%)	2,641(t)(100%)	2,641(t)(100%)
		1,981(p)(75%)	1,981(p)(75%)	2,081(p)(78.80%)	2,509(p)(95%)	2,641(p)(100%)	2,641(p)(100%)
	Students with Disabilities	388(t)(75%)	388(t)(75%)	448(t)(85%)	508(t)(95%)	535(t)(100%)	535(t)(100%)
		388(p)(75%)	388(p)(75%)	416(p)(78.80%)	508(p)(95%)	535(p)(100%)	535(p)(100%)
	Economically Disadvantaged	2,544(t)(75%)	2,544(t)(75%)	2,935(t)(85%)	3,348(t)(95%)	3,525(t)(100%)	3,595(t)(100%)
		2,544(p)(75%)	2,544(p)(75%)	2,721(p)(78.80%)	3,348(p)(95%)	3,525(p)(100%)	3,595(p)(100%)

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	38%	35%	32%	30%	29%	27%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	***	***	***	***	***	***
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	41%	39%	37%	35%	33%	31%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 4 Reading by school year (SY) 2016—2017 versus white students	Hispanic Subgroup – White Comparison Group	52%	49%	46%	43%	40%	39%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	67%	65%	63%	60%	56%	51%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	43%	41%	39%	37%	35%	33%
	Hispanic Subgroup – White Comparison Group	52%	49%	46%	43%	40%	39%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 5 Reading by school year (SY) 2016 – 2017 versus white students	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	55%	53%	51%	49%	46%	43%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	44%	42%	40%	38%	36%	34%
	Hispanic Subgroup – White Comparison Group	53%	50%	47%	44%	42%	40%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 6 Reading by school year (SY) 2016 – 2017 versus white students	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	56%	54%	52%	50%	48%	46%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	49%	47%	45%	43%	41%	38%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 7 Reading by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	50%	47%	44%	41%	39%	37%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	53%	51%	49%	47%	44%	41%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Economically Disadvantaged Subgroup - White Comparison Group	46%	44%	42%	40%	37%	34%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 8 Reading by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	50%	47%	44%	41%	39%	39%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup–White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	55%	53%	51%	48%	45%	41%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	48%	46%	44%	41%	38%	35%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 9 Reading by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	45%	43%	39%	36%	34%	33%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	52%	50%	48%	45%	43%	39%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	45%	43%	41%	39%	36%	33%
Decreasing the gaps in subgroups meeting state standards on the TCAP scores in grade 10 Reading by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	57%	54%	50%	47%	45%	43%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	62%	60%	57%	54%	51%	47%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	52%	50%	48%	45%	42%	39%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 3 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	52%	49%	46%	44%	41%	39%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	***	***	***	***	***	***
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	***	***	***	***	***	***
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 4 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	48%	46%	43%	40%	37%	35%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	23%	22%	21%	20%	19%	17%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	21%	20%	19%	18%	17%	15%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 5 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	51%	48%	45%	42%	40%	38%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	28%	27%	26%	25%	23%	21%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	15%	14%	13%	12%	11%	10%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 6 Math by SY 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	66%	63%	59%	55%	52%	49%

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	70%	67%	64%	60%	56%	52%
	Student with Disabilities Subgroup - White Comparison Group	93%	90%	86%	81%	76%	71%
	Economically Disadvantaged Subgroup - White Comparison Group	64%	62%	59%	56%	52%	48%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 7 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	52%	50%	48%	46%	44%	42%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	54%	52%	49%	46%	43%	41%
	Student with Disabilities Subgroup - White Comparison Group (n =15)	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	44%	41%	39%	37%	35%	33%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 8 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	57%	54%	51%	48%	45%	43%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	61%	59%	56%	52%	49%	46%
	Student with Disabilities Subgroup - White Comparison Group	***	***	***	***	***	***
	Economically Disadvantaged Subgroup - White Comparison Group	66%	64%	61%	58%	54%	50%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 9 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	68%	65%	61%	57%	54%	51%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	75%	73%	70%	66%	62%	58%
	Student with Disabilities Subgroup - White Comparison Group	86%	83%	79%	74%	69%	64%
	Economically Disadvantaged Subgroup - White Comparison Group	68%	66%	63%	60%	56%	52%
Decreasing the gaps in subgroups meeting state standards on TCAP scores in grade 10 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	78%	73%	68%	64%	61%	58%
	American Indian/Alaska Native – White Comparison Group	***	***	***	***	***	***
	Asian Subgroup – White Comparison Group	***	***	***	***	***	***
	Black Subgroup – White Comparison Group	***	***	***	***	***	***
	English Language Learner Subgroup - White Comparison Group	83%	80%	77%	73%	68%	62%
	Student with Disabilities Subgroup - White Comparison Group	89%	86%	82%	78%	73%	67%
	Economically Disadvantaged Subgroup - White Comparison Group	72%	69%	66%	62%	57%	52%

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016 – 2017	3 <sup>rd</sup> Grade Reading	All participating students	74%	75%	77%	80%	82%	84%
		Hispanic	60%	62%	64%	66%	69%	71%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	***	***	***	***	***	***
		English Language Learner	***	***	***	***	***	***
		Students with Disabilities	***	***	***	***	***	***
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016 – 2017	3 <sup>rd</sup> Grade Math	Economically Disadvantaged	51%	53%	55%	57%	58%	59%
		All participating Students	56%	60%	64%	68%	71%	73%
		Hispanic	41%	44%	48%	51%	54%	57%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		Black	***	***	***	***	***	***
		White	***	***	***	***	***	***
		English Language Learner	37%	39%	42%	44%	46%	49%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	38%	40%	43%	45%	47%	50%
A decrease in the percent of students who experience an in-school or out-of school suspension by school year (SY) 2016 – 2017	K-3 <sup>rd</sup> Grade Suspensions	All participating students	3%	3%	2%	2%	2%	1%
		Hispanic	5%	5%	4%	4%	3%	3%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	3%	3%	2%	2%	2%	1%
		English Language Learner	1%	1%	1%	1%	1%	1%
		Students with Disabilities	1%	1%	1%	1%	1%	1%
		Economically Disadvantaged	1%	1%	1%	1%	1%	1%

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students Who are on track to college- and career-readiness based on the applicant's on-track indicator	<b>6<sup>th</sup> grade</b>						
	All participating students	180 (49%)	195 (51%)	211 (54%)	226 (57%)	247 (60%)	270 (64%)
	Hispanic	74 (33%)	82 (35%)	91 (37%)	104 (40%)	115 (42%)	124 (44%)
	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Black)	***	***	***	***	***	***
	White	102 (80%)	113 (83%)	125 (87%)	139 (91%)	151 (94%)	160 (96%)
	English Language Learners	48 (30%)	56 (33%)	63 (35%)	69 (36%)	77 (38%)	83 (40%)
	Students with Disabilities	2 (5%)	3 (6%)	4 (7%)	5 (8%)	6 (9%)	7 (9%)
	Economically Disadvantaged	33 (14%)	37 (15%)	40 (16%)	43 (17%)	46 (17%)	50 (19%)
	<b>7<sup>th</sup> grade</b>						
	All participating students	154 (43%)	167 (45%)	182 (48%)	196 (50%)	213 (53%)	227 (55%)
	Hispanic	59 (30%)	66 (32%)	74 (34%)	83 (36%)	89 (37%)	94 (38%)
	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***



Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
	Black	***	***	***	***	***	***
	White	89 (61%)	100 (64%)	114 (68%)	127 (72%)	139 (75%)	161 (79%)
	English Language Learner	45 (28%)	51 (30%)	56 (32%)	64 (35%)	69 (36%)	73 (37%)
	Students with Disabilities	1 (4%)	2 (5%)	3 (6%)	4 (7%)	5 (8%)	6 (8%)
	Economically Disadvantaged	26 (13%)	28 (14%)	31 (15%)	34 (16%)	38 (17%)	44 (19%)
	<b>8<sup>th</sup> grade</b>						
	All participating students	161 (47%)	174 (49%)	189 (52%)	204 (55%)	219 (57%)	234 (60%)
	Hispanic	57 (32%)	66 (34%)	75 (37%)	83 (39%)	90 (41%)	97 (42%)
	American Indian	***	***	***	***	***	***
	Asian	***	***	***	***	***	***
	Black	***	***	***	***	***	***
	White	96 (68%)	108 (72%)	122 (76%)	138 (81%)	151 (84%)	165 (88%)
	English Language Learner	38 (28%)	43 (30%)	48 (32%)	54 (34%)	60 (37%)	67 (39%)
	Students with Disabilities	1 (4%)	2 (6%)	3 (7%)	4 (7%)	5 (8%)	6 (8%)
	Economically Disadvantaged	25 (13%)	27 (14%)	29 (14%)	31 (15%)	35 (17%)	37 (18%)

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on TCAP scores in grade 4 Reading by school year (SY) 2016 – 2017	4 <sup>th</sup> Grade Reading	All participating students	44%	46%	49%	51%	54%	57%
		Hispanic	39%	41%	44%	46%	48%	51%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	81%	85%	89%	93%	96%	99%
		English Language Learner	27%	29%	30%	31%	33%	35%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	46%	49%	52%	55%	57%	60%
Improvement in the percent of students meeting state standards on TCAP scores in grade 5 Reading by school year (SY) 2016 - 2017	5 <sup>th</sup> Grade Reading	All participating students	51%	54%	57%	60%	63%	66%
		Hispanic	39%	42%	45%	47%	49%	51%
		American Indian	***	***	***	***	***	***

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	82%	85%	89%	93%	96%	99%
		English Language Learner	37%	39%	42%	44%	46%	48%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	46%	49%	52%	55%	57%	60%
Improvement in the percent of students meeting state standards on TCAP scores in grade 6 Reading by school year (SY) 2016 – 2017	6 <sup>th</sup> Grade Reading	All participating students	57%	60%	64%	67%	70%	74%
		Hispanic	42%	45%	48%	51%	53%	55%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	89%	91%	93%	95%	97/5	99%
		English Language Learner	39%	41%	44%	47%	49%	51%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	45%	48%	51%	53%	56%	59%
Improvement in the percent of students meeting state standards on TCAP scores in grade 7 Reading by school year (SY) 2016 – 2017	7 <sup>th</sup> Grade Reading	All participating students	61%	65%	69%	73%	76%	79%
		Hispanic	37%	39%	42%	44%	46%	48%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	74%	79%	84%	88%	92%	96%
		English Language Learner	35%	37%	39%	41%	43%	46%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	40%	42%	45%	48%	50%	52%

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on TCAP scores in grade 8 Reading by school year (SY) 2016 – 2017	8 <sup>th</sup> Grade Reading	All participating students	54%	57%	60%	63%	66%	70%
		Hispanic	38%	40%	43%	46%	48%	50%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	76%	81%	86%	91%	95%	99%
		English Language Learner	34%	36%	38%	40%	42%	44%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	40%	43%	46%	48%	50%	52%
Improvement in the percent of students meeting state standards on TCAP scores in grade 4 Math by school year (SY) 2016 – 2017	4 <sup>th</sup> Grade Math	All participating students	52%	55%	58%	61%	65%	68%
		Hispanic	44%	47%	50%	52%	55%	57%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	52%	55%	58%	61%	64%	68%
		English Language Learner	40%	42%	45%	47%	50%	52%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	41%	43%	45%	47%	50%	53%
Improvement in the percent of students meeting state standards on TCAP scores in grade 5 Math by SY 2016-2017	5 <sup>th</sup> Grade Math	All participating students	47%	50%	53%	56%	59%	61%
		Hispanic	36%	38%	40%	43%	45%	47%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	47%	50%	53%	55%	58%	61%

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		English Language Learner	34%	36%	38%	40%	42%	44%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	40%	43%	46%	48%	50%	52%
Improvement in the percent of students meeting state standards on TCAP scores in grade 6 Math by school year (SY) 2016 – 2017	6 <sup>th</sup> Grade Math	All participating students	43%	45%	48%	51%	53%	56%
		Hispanic	25%	27%	29%	31%	33%	35%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	74%	78%	83%	87%	92%	96%
		English Language Learner	22%	23%	25%	26%	28%	29%
		Students with Disabilities	5%	5%	6%	7%	8%	8%
		Economically Disadvantaged	27%	28%	30%	32%	33%	35%
Improvement in the percent of students meeting state standards on TCAP scores in grade 7 Math by school year (SY) 2016 – 2017	7 <sup>th</sup> Grade Math	All participating students	34%	36%	38%	40%	42%	44%
		Hispanic	23%	25%	27%	28%	29%	30%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	48%	51%	54%	57%	60%	62%
		English Language Learner	22%	23%	25%	26%	27%	29%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	27%	28%	30%	31%	33%	35%
Improvement in the percent of students meeting state standards on TCAP scores in grade 8 Math by school year (SY) 2016 – 2017	8 <sup>th</sup> Grade Math	All participating students	41%	44%	47%	49%	52%	54%
		Hispanic	26%	27%	29%	30%	32%	34%
		American Indian	***	***	***	***	***	***

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	61%	64%	67%	71%	75%	79%
		English Language Learner	24%	25%	27%	28%	29%	31%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	21%	22%	24%	26%	27%	28%
A decrease in the percent of students who experience an in-school or out-of-school suspension for all students by school year (SY) 2016 – 2017	4 <sup>th</sup> – 8 <sup>th</sup> Grade Suspension	All participating students	10%	9%	9%	9%	8%	8%
		Hispanic	12%	11%	11%	10%	10%	10%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	4%	4%	4%	3%	3%	2%
		English Language Learner	2%	2%	2%	1%	1%	1%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	4%	4%	3%	2%	1%	1%

Performance Measure (Grades 9-12 -a)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form	Grades 11 – 12	All participating students	23 (7%)	42 (12%)	60 (17%)	74 (21%)	90 (25%)	103 (28%)
		Hispanic	11 (7%)	19 (12%)	28 (17%)	34 (21%)	41 (25%)	47 (28%)

Performance Measure (Grades 9-12 -b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. <b>St. Vrain will achieve an increase for all students for college and career readiness based on the ACT assessment. Students in Colorado take the ACT in grade 11.</b>	Grades 11 ACT	All participating students	137 (57%)	160 (62%)	187 (67%)	216 (72%)	240 (76%)	259 (80%)
		Hispanic	31 (30%)	47 (42%)	63 (52%)	77 (59%)	90 (65%)	105 (71%)
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	60 (70%)	69 (75%)	80 (80%)	92 (85%)	105 (90%)	120 (96%)
		English Language Learner	2 (6%)	3 (8%)	4 (9%)	5 (10%)	6 (11%)	7 (12%)
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	***	***	***	***	***	***

Performance Measure (Grades 9-12 -c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. <b>[Number and percent of students with a combined TCAP score meeting At Average or Above will increase by SY 2016 – 2017.]</b>	Grade 9, 10 Math and Literacy Participating Students	<i>9<sup>th</sup> grade</i>						
		All participating students	145 (42%)	170 (45%)	200 (49%)	220 (50%)	242 (52%)	275 (55%)
		Hispanic	49 (27%)	65 (34%)	79 (39%)	90 (43%)	105 (47%)	120 (52%)
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	107 (58%)	120 (62%)	137 (67%)	155 (71%)	170 (73%)	188 (77%)
		English Language Learner	33 (23%)	37 (24%)	44 (26%)	48 (27%)	54 (29%)	59 (30%)
		Students with Disabilities	2 (6%)	2 (6%)	3 (7%)	4 (9%)	5 (10%)	6 (10%)
		Economically Disadvantaged	44 (30%)	52 (33%)	60 (35%)	65 (36%)	72 (38%)	79 (39%)
		<i>10<sup>th</sup> grade</i>						

Performance Measure (Grades 9-12 -c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		All participating students	120 (37%)	140 (41%)	162 (44%)	178 (46%)	193 (47%)	209 (49%)
		Hispanic	36 (21%)	45 (24%)	55 (28%)	66 (33%)	77 (36%)	89 (40%)
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	98 (56%)	110 (60%)	127 (65%)	140 (68%)	155 (72%)	167 (74%)
		English Language Learner	24 (18%)	28 (19%)	31 (20%)	36 (22%)	40 (23%)	45 (25%)
		Students with Disabilities	2 (8%)	3 (10%)	4 (11%)	5 (13%)	6 (14%)	7 (15%)
		Economically Disadvantaged	39 (30%)	45 (32%)	51 (34%)	58 (36%)	65 (37%)	74 (40%)

Performance Measure (Grades 9-12 –d, e)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Achieving increased scores in the percent of students at or above proficiency on the ACT English scores by school year (SY) 2016 - 2017	11 <sup>th</sup> – 12 <sup>th</sup> Grade English	All participating students	56%	58%	61%	64%	66%	68%
		Hispanic	35%	36%	38%	39%	41%	43%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	75%	78%	81%	85%	88%	91%
		English Language Learner	3%	3%	4%	4%	5%	5%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	***	***	***	***	***	***
Achieving increased scores in the percent of students at or above proficiency on the ACT Math scores by school year (SY) 2016 – 2017	11 <sup>th</sup> – 12 <sup>th</sup> Grade Math	All participating students	27%	27%	29%	30%	31%	33%
		Hispanic	9%	11%	14%	17%	19%	22%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***

Performance Measure (Grades 9-12 –d, e)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		Black	***	***	***	***	***	***
		White	63%	65%	68%	70%	73%	76%
		English Language Learner	10%	10%	11%	11%	12%	13%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	***	***	***	***	***	***
A decrease in the percent of students who experience an in-school or out-of school suspension for all students by school year (SY) 2016 – 2017	9 <sup>th</sup> – 12 <sup>th</sup> Grade Suspension	All participating students	7%	6%	5%	5%	4%	4%
		Hispanic	4%	4%	3%	3%	2%	2%
		American Indian	***	***	***	***	***	***
		Asian	***	***	***	***	***	***
		Black	***	***	***	***	***	***
		White	5%	5%	4%	4%	3%	3%
		English Language Learner	2%	2%	2%	1%	1%	1%
		Students with Disabilities	***	***	***	***	***	***
		Economically Disadvantaged	3%	3%	2%	2%	1%	1%

**Appendix H: Original (A)(4)(a) Performance on Summative Assessments \*\*\* Indicates less than 16 students**

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) reading scores in grade 3 by school year (SY) 2016-2017	OVERALL	81%	81%	82%	84%	85%	87%
	Hispanic	65%	64%	66%	69. %	72%	74%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016-2017	OVERALL	74%	71%	76%	77%	79%	81%
	Hispanic	56%	45%	50%	54%	58%	61%



Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting standards on the Transitional Colorado Assessment Program (TCAP) Reading scores in grade 8 Reading by school year (SY) 2016-2017	OVERALL	73%	74%	77%	79%	81%	82%
	Hispanic	48%	50%	52%	56%	60%	63%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 8 Math by school year (SY) 2016-2017	OVERALL	61%	57%	63%	64%	66%	68%
	Hispanic	35%	30%	35%	39%	420%	46%
Achieving increased scores in the percent of students at or above proficiency on the ACT English scores by school year (SY) 2016-2017	OVERALL	32%	43%	45%	46%	48%	49%
	Hispanic	19%	19%	22%	25%	28%	31%
Achieving increased scores in the percent of students at or above proficiency on the ACT Math scores by school year (SY) 2016-2017	OVERALL	40%	38%	41%	42%	44%	45%
	Hispanic	14%	12%	19%	21%	24%	27%

### Appendix I: Original (A)(4)(b) Decreasing Achievement Gaps

\*\*\* Indicates less than 16 students

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing the gaps in Hispanic students meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	22%	22%	21%	19%	18%	17%
Decreasing gaps in Hispanic students meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	27%	38%	33%	31%	28%	26%
Decreasing gaps in Hispanic students meeting state standards on the TCAP scores in grade 8 Reading by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	35%	34%	32%	30%	27%	25%
Decreasing gaps in subgroups meeting state standards on the TCAP scores in grade 8 Math by school year (SY) 2016- 2017 versus white students	Hispanic Subgroup – White Comparison Group	36%	37%	36%	33%	31%	29%

### Appendix J: Original (A)(4)(c) Graduation rates

\*\*\* Indicates less than 16 students

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
High school graduation rate	OVERALL	79%		80%	81%	82%	83%
	American Indian	56%		60%	64%	68%	72%
	Asian	87%		88%	89%	90%	91%
	Black	77%		79%	80%	81%	82%
	Hispanic	61%		64%	67%	70%	73%
	White	85%		85%	86%	87%	88%
	Native Hawaiian	100%		100%	100%	100%	100%
	Multi-Racial	100%		100%	100%	100%	100%

### Appendix K: Original (A)(4)(d) College enrollment rates

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
College enrollment rate (district goal 2013-2014)	OVERALL	84%	83%	87%	88%	89%	90%
	Hispanic	60%	67%	69%	72%	74%	76%

### Appendix L: Original (A)(4)(e) Postsecondary Degree Attainment

Goal Area	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Postsecondary degree attainment (Skyline high school goal)	OVERALL		Baseline	Not effected in this cohort	Not effected in this cohort	Not effected in this cohort	8% Improvement
	Hispanic		Baseline	Not effected in this cohort	Not effected in this cohort	Not effected in this cohort	10% Improvement

## Appendix M: Original (E)(3) Performance Measures

\*\*\* Indicates less than 16 students

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students whose teacher of record (t) and principal (p) are highly effective	All participating students	633(t)(11.00%)	633(t)(11.00%)	661(t)(11.20%)	687(t)(11.40%)	686(t)(11.70%)	708(t)(11.90%)
		288(p)(5.00%)	288(p)(5.00%)	309(p)(5.30%)	331(p)(5.50%)	340(p)(5.80%)	362(p)(6.10%)
	Hispanic	297(t)(11.00%)	297(t)(11.00%)	305(t)(11.20%)	317(t)(11.40%)	316(t)(11.70%)	327(t)(11.90%)
		135(p)(5.00%)	135(p)(5.00%)	142(p)(5.30%)	152(p)(5.50%)	157(p)(5.80%)	167(p)(6.10%)

Performance Measure	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students whose teacher of record (t) and principal (p) are effective	All participating students	5,037(t)(75%)	5,037(t)(75%)	5,004(t)(85%)	5,700(t)(95%)	5,880(t)(100%)	5,950(t)(100%)
		5,037(p)(75%)	4,318(p)(75%)	4,636(p)(78.80%)	5,700(p)(95%)	5,880(p)(100%)	5,950(p)(100%)
	Hispanic	2,363(t)(75%)	2,363(t)(75%)	2,307(t)(85%)	2,628(t)(95%)	2,711(t)(100%)	2,743(t)(100%)
		2,363(p)(75%)	2,025(p)(75%)	2,137(p)(78.80%)	2,628(p)(95%)	2,711(p)(100%)	2,743(p)(100%)

Goal Area	Identify subgroup and comparison group	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Decreasing the gaps in Hispanic students meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016-2017 versus white students	Hispanic Subgroup – White Comparison Group	22%	21%	19%	18%	17%	15%
Decreasing the gaps in Hispanic students meeting state standards on TCAP scores in grade 3 Math by school year (SY) 2016 – 2017 versus white students	Hispanic Subgroup – White Comparison Group	30%	33%	31%	28%	26%	24%

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Reading by school year (SY) 2016 – 2017	3 <sup>rd</sup> Grade Reading	All participating students	74%	75%	77%	80%	82%	84%
		Hispanic	60%	62%	65%	68%	71%	74%
Improvement in the percent of students meeting state standards on the TCAP scores in grade 3 Math by school year (SY) 2016 – 2017	3 <sup>rd</sup> Grade Math	All participating Students	56%	70%	72%	75%	77%	79%

Performance Measure (Grades PreK-3 – a, b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
		Hispanic	41%	54%	58%	61%	64%	670%
A decrease in the percent of students who experience an in-school or out-of school suspension by school year (SY) 2016 – 2017	K-3 <sup>rd</sup> Grade Suspensions	All participating students	3%	3%	3%	3%	3%	3%
		Hispanic	5%	5%	4%	4%	4%	3%

Performance Measure (Grades 4-8)	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students Who are on track to college- and career-readiness based on the applicant's on-track indicator	All participating students	106 (34%)	155 (34.90%)	165(36.30%)	175 (37.70%)	179 (39.20%)	188 (40.80%)
	Hispanic	14 (21%)	46 (22.10%)	50 (23.40%)	54 (24.80%)	56 (26.30%)	63 (27.90%)

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Improvement in the percent of students meeting state standards on TCAP scores in grade 8 Reading by school year (SY) 2016 – 2017	8 <sup>th</sup> Grade Reading	All participating students	56%	70%	72%	75%	77%	79%
		Hispanic	38%	54%	57%	61%	64%	67%
Improvement in the percent of students meeting state standards on TCAP scores in grade 8 Math by school year (SY) 2016 – 2017	8 <sup>th</sup> Grade Math	All participating students	45%	50%	52%	54%	56%	58%
		Hispanic	28%	31%	35%	38%	41%	44%
A decrease in the percent of students who experience an in-school or out-of-school suspension for all students by school year (SY) 2016 – 2017	4 <sup>th</sup> – 8 <sup>th</sup> Grade Suspension	All participating students	13%	11%	12%	11%	11%	11%
		Hispanic	12.90%	12%	12%	11%	11%	11%

Performance Measure (Grades 9-12 -a)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form	Grades 11 – 12	All participating students	23 (7%)	42 (12%)	60 (17%)	74 (21%)	90 (25%)	103 (28%)
		Hispanic		19 (12%)	28 (17%)	34 (21%)	41 (25%)	47 (28%)

Performance Measure (Grades 9-12 -b)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator. <b>St. Vrain will achieve a 97% increase for all students and a 200% increase for Hispanic students for college and career readiness based on the ACT assessment.</b>		All participating students	48 (14%)	42 (12%)	60 (17%)	74 (21%)	90 (25%)	103 (28%)
		Hispanic	11 (7%)	15 (9%)	20 (12%)	24(15%)	30 (18%)	36 (21%)

Performance Measure (Grades 9-12 -c)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. <b>[Number and Percent of students with a combined TCAP score meeting At Average or Above will increase to 99.9% participation in 2012-2013 and combined scores for all students will increase by 31.9% and for Hispanic students will increase by 93.5% by SY 2016-2017]</b>	Grade 11Math and Literacy	All participating students	36(14%)	54 (15.40%)	61 (16.60%)	63 (17.90%)	69 (19.40%)	77 (20.90%)
		Hispanic	1 (1%)	5 (3.10%)	17 (10.10%)	22 (13.70%)	24 (14.50%)	169 (15.40%)

Performance Measure (Grades 9-12 –d, e)	Applicable Population	Subgroup	Baseline SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17
Achieving increased scores in the percent of students at or above proficiency on the ACT English scores by school year (SY) 2016 - 2017	11 <sup>th</sup> – 12 <sup>th</sup> Grade English	All participating students	32%	35%	37%	39%	40%	42%
		Hispanic	17%	19%	22%	25%	28%	30%
Achieving increased scores in the percent of students at or above proficiency on the ACT Math scores by school year (SY) 2016 – 2017	11 <sup>th</sup> – 12 <sup>th</sup> Grade Math	All participating students	27%	27%	29%	30%	32%	33%
		Hispanic	9%	11%	14%	17%	19%	22%
A decrease in the percent of students who experience an in-school or out-of school suspension for all students by school year (SY) 2016 – 2017	9 <sup>th</sup> – 12 <sup>th</sup> Grade Suspension	All participating students	7%	7%	7%	6%	6%	6%
		Hispanic	9%	7%	7%	7%	6%	6%